



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1520 West Rose Garden Lane, Phoenix, AZ 85027

Valley Academy, Inc.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05	Excelling
2003-04	Excelling
2002-03	Excelling

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Ms. Sharon Malone  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : K-8  
 2005 Enrollment : 691  
 Web Address : [www.ValleyAcademy.com](http://www.ValleyAcademy.com)  
 Phone Number : (623) 516-7747  
 Fax Number : (623) 516-2703  
 E-mail : [SMalone@valleyacademy.com](mailto:SMalone@valleyacademy.com)

### Mission

The mission of Valley Academy is to offer a back-to-basics, traditional education by providing a challenging, sequential, teacher-directed, textbook-based curriculum supported by individual accountability and high academic and behavioral standards. Valley of Academy will consistently provide a superior education in an orderly environment, giving students a strong educational foundation for future academic success.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

#### School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Students will learn to write, speak, spell, and compute accurately. To assure continued excellence in teaching, Valley Academy will work to become a leader among certified Spalding schools and further develop its Excellence in Writing program.
- ü Valley Academy will increase tutoring and skill-building opportunities for students in grades three through eight.
- ü Valley Academy will work to improve students' knowledge of mathematics by developing supplemental material to help students improve word problem solving.
- ü Valley Academy will improve students' knowledge of American and world history by thoroughly reviewing its adopted curriculum, and working to develop a proprietary Valley Academy history/geography curriculum.

### Enrollment

October 1, 2004 School Year Student Enrollment : 662  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 691

## Instructional Programs

- ü Back-to-Basics/Textbook-based Curriculum
- ü Spalding Language Arts
- ü Saxon Math
- ü Open Court and Elements of Literature
- ü Excellence in Writing
- ü Pearson History and Geography
- ü Harcourt Science
- ü Vocabulary from Classical Roots

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 54 minutes
First Day of School :	8/15/2005
Last Day of School :	5/26/2006

## Shared Responsibilities

### School

Valley Academy supplies excellent teachers and a traditional academic curriculum that includes: intense Spalding phonics and Saxon math; self-contained, structured classrooms emphasizing individual accountability; after school programs; and a wholesome environment.

### Parents

Valley Academy parents must supply transportation to and from school, uniforms, three hours a month of volunteer work, and a time and place for homework to be done. Both parents and students agree to uphold the rules stated in the Student Handbook.

## Transportation Policy

Parents must supply student transportation. City of Phoenix buses stop at 19th Avenue and Rose Garden Lane. Procedures are set for parents to pick up and drop off their students.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü 6 Students Selected for Leadership Training in D.C.	2004
ü 1 teacher given City of Phx, Outstanding Teacher Award	2005
ü 24 Students had Pieces Chosen for National Publication	2005
ü 5 teachers chosen by Who's Who Among America's Teachers	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	87	79306	100	100	99	473	473	445	2	2	10	4	4	18	61	61	51	33	33	20
All Students (Prior Year)	63	63	75509	100	100	100	550	550	521	5	5	13	15	15	23	26	26	33	54	54	31
Female	43	43	38691	100	100	99	461	461	446	5	5	10	5	5	18	68	68	52	22	22	20
Male	44	44	40583	100	100	99	485	485	445	0	0	11	2	2	18	55	55	50	43	43	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	11	11	32869	92	92	99	454	454	429	20	20	15	0	0	25	60	60	51	20	20	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	67	67	36197	100	100	99	477	477	463	0	0	5	3	3	11	63	63	53	34	34	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	82	82	69060	99	99	98	473	473	454	3	3	7	3	3	17	63	63	54	32	32	22
Limited English Proficient Students	--	--	15509	--	--	100	--	--	406	--	--	20	--	--	30	--	--	45	--	--	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	--	--	39415	--	--	96	--	--	431	--	--	15	--	--	25	--	--	50	--	--	10
Non-Economically Disadvantaged	87	87	39966	100	100	100	473	473	459	2	2	6	4	4	12	61	61	52	33	33	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	87	79395	100	0	99	476	476	446	0	0	9	10	10	25	73	73	55	17	17	11
All Students (Prior Year)	63	63	75492	100	100	100	546	546	519	7	7	12	7	7	16	31	31	47	56	56	24
Female	43	43	38743	100	0	100	473	473	451	0	0	7	12	12	24	68	68	57	20	20	12
Male	44	44	40618	100	0	99	480	480	440	0	0	11	7	7	27	79	79	53	14	14	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	11	11	32915	92	0	99	480	480	426	0	0	15	20	20	35	50	50	47	30	30	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	67	67	36221	100	0	99	476	476	465	0	0	4	8	8	15	78	78	63	14	14	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	82	82	69139	99	0	99	476	476	454	0	0	7	9	9	24	75	75	58	16	16	11
Limited English Proficient Students	--	--	15545	--	--	100	--	--	399	--	--	21	--	--	42	--	--	35	--	--	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	--	--	39484	--	--	96	--	--	429	--	--	14	--	--	35	--	--	47	--	--	4
Non-Economically Disadvantaged	87	87	39986	100	0	100	476	476	461	0	0	4	10	10	16	73	73	63	17	17	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	87	78869	100	100	99	475	475	442	4	4	6	2	2	21	73	73	63	20	20	10
All Students (Prior Year)	63	63	75053	100	100	99	670	670	597	2	2	7	3	3	12	70	70	72	25	25	9
Female	43	43	38536	100	100	99	478	478	458	5	5	4	2	2	15	68	68	67	24	24	14
Male	44	44	40302	100	100	99	472	472	428	2	2	8	2	2	26	79	79	60	17	17	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	11	11	32606	92	92	98	463	463	426	0	0	8	10	10	27	90	90	60	0	0	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	67	67	36078	100	100	99	476	476	459	3	3	4	2	2	16	77	77	66	19	19	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	82	82	68697	99	99	98	474	474	454	4	4	4	3	3	18	73	73	67	20	20	11
Limited English Proficient Students	--	--	15339	--	--	100	--	--	399	--	--	11	--	--	31	--	--	54	--	--	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	--	--	39106	--	--	95	--	--	427	--	--	8	--	--	28	--	--	59	--	--	5
Non-Economically Disadvantaged	87	87	39837	100	100	100	475	475	457	4	4	4	2	2	14	73	73	67	20	20	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	57	78906	93	95	99	536	536	498	2	2	13	4	4	19	56	56	48	38	38	20
All Students (Prior Year)	63	63	76019	100	100	100	524	524	499	2	2	14	33	33	39	12	12	14	53	53	33
Female	26	26	38644	96	100	99	538	538	500	0	0	12	0	0	19	58	58	49	42	42	19
Male	31	31	40236	91	91	99	535	535	497	3	3	15	6	6	19	55	55	46	35	35	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	NC	NC	31938	NC	NC	99	NC	NC	481	NC	NC	19	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	43	43	36483	91	93	99	536	536	517	0	0	7	5	5	13	55	55	51	40	40	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	50	50	68310	94	94	98	540	540	509	2	2	9	0	0	18	55	55	51	43	43	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	--	--	38679	--	--	96	--	--	483	--	--	20	--	--	25	--	--	45	--	--	10
Non-Economically Disadvantaged	57	57	40295	93	95	100	536	536	513	2	2	7	4	4	13	56	56	50	38	38	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	57	78908	93	0	99	531	531	484	2	2	10	4	4	23	71	71	58	24	24	9
All Students (Prior Year)	63	63	76020	100	100	100	521	521	503	7	7	25	17	17	23	53	53	40	23	23	12
Female	26	26	38648	96	0	99	537	537	489	0	0	8	4	4	22	67	67	61	29	29	10
Male	31	31	40233	91	0	99	526	526	479	3	3	12	3	3	25	74	74	55	19	19	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	NC	NC	31940	NC	NC	99	NC	NC	465	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	43	43	36502	91	0	99	528	528	502	0	0	4	5	5	14	74	74	67	21	21	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	50	50	68312	94	0	98	536	536	493	2	2	7	2	2	21	69	69	62	27	27	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	--	--	38662	--	--	96	--	--	468	--	--	16	--	--	32	--	--	49	--	--	3
Non-Economically Disadvantaged	57	57	40315	93	0	100	531	531	498	2	2	5	4	4	15	71	71	66	24	24	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	55	55	78750	90	92	99	565	565	500	0	0	6	8	8	29	74	74	63	19	19	2
All Students (Prior Year)	63	63	75673	100	100	100	620	620	530	3	3	12	8	8	25	72	72	58	17	17	4
Female	25	25	38586	93	96	99	583	583	515	0	0	4	0	0	22	74	74	71	26	26	3
Male	30	30	40135	88	88	99	552	552	486	0	0	8	13	13	35	73	73	56	13	13	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	NC	NC	31841	NC	NC	99	NC	NC	483	NC	NC	8	NC	NC	36	NC	NC	55	NC	NC	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	42	42	36440	89	91	99	567	567	516	0	0	3	7	7	22	71	71	71	22	22	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	48	48	68196	91	91	98	568	568	513	0	0	3	6	6	25	74	74	69	19	19	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	--	--	38558	--	--	96	--	--	485	--	--	8	--	--	37	--	--	54	--	--	1
Non-Economically Disadvantaged	55	55	40260	90	92	100	565	565	514	0	0	3	8	8	21	74	74	72	19	19	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	40	40	78250	100	100	99	599	599	548	5	5	21	0	0	18	63	63	48	32	32	13
All Students (Prior Year)	40	40	75001	100	100	99	523	523	468	3	3	37	23	23	36	38	38	16	38	38	10
Female	23	23	38071	100	100	99	602	602	549	0	0	20	0	0	19	67	67	49	33	33	12
Male	17	17	40126	100	100	99	595	595	547	12	12	23	0	0	17	59	59	46	29	29	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	NC	NC	29129	NC	NC	99	NC	NC	527	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	34	34	38320	100	100	99	598	598	568	6	6	12	0	0	14	66	66	55	28	28	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	36	36	68996	100	100	99	603	603	561	3	3	16	0	0	18	65	65	52	32	32	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	--	--	33388	--	--	94	--	--	530	--	--	32	--	--	22	--	--	40	--	--	5
Non-Economically Disadvantaged	40	40	44937	100	100	100	599	599	561	5	5	13	0	0	15	63	63	54	32	32	18

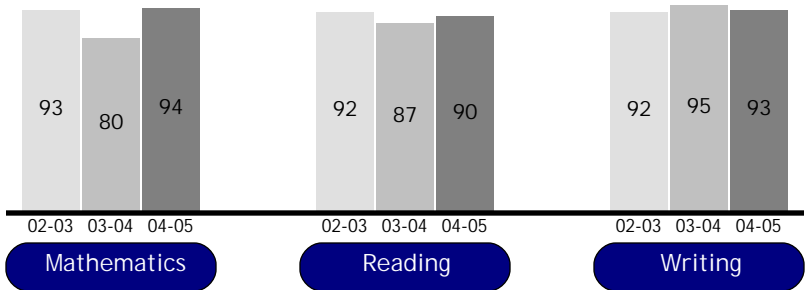
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	40	40	78302	100	0	99	552	552	512	3	3	11	5	5	25	82	82	57	11	11	7
All Students (Prior Year)	40	40	74918	100	100	99	526	526	497	10	10	32	10	10	19	55	55	35	25	25	15
Female	23	23	38082	100	0	99	549	549	518	0	0	8	10	10	24	76	76	61	14	14	7
Male	17	17	40166	100	0	99	556	556	507	6	6	14	0	0	26	88	88	54	6	6	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	NC	NC	29152	NC	NC	99	NC	NC	492	NC	NC	17	NC	NC	34	NC	NC	46	NC	NC	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	34	34	38347	100	0	99	551	551	531	3	3	5	6	6	17	78	78	68	13	13	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	36	36	69024	100	0	99	558	558	524	0	0	7	6	6	23	82	82	62	12	12	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	--	--	33398	--	--	94	--	--	495	--	--	18	--	--	35	--	--	46	--	--	2
Non-Economically Disadvantaged	40	40	44979	100	0	100	552	552	525	3	3	6	5	5	18	82	82	66	11	11	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	40	40	78094	100	100	99	611	611	545	0	0	3	3	3	18	84	84	77	13	13	2
All Students (Prior Year)	40	40	74503	100	100	99	546	546	491	3	3	9	18	18	32	65	65	51	15	15	8
Female	23	23	38025	100	100	99	604	604	558	0	0	2	5	5	13	81	81	82	14	14	2
Male	17	17	40013	100	100	99	620	620	534	0	0	5	0	0	23	88	88	71	12	12	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	NC	NC	29068	NC	NC	99	NC	NC	523	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	34	34	38265	100	100	99	605	605	564	0	0	2	3	3	11	88	88	84	9	9	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	36	36	68892	100	100	98	617	617	559	0	0	2	0	0	14	85	85	82	15	15	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	--	--	33296	--	--	94	--	--	527	--	--	5	--	--	27	--	--	67	--	--	0
Non-Economically Disadvantaged	40	40	44871	100	100	100	611	611	559	0	0	2	3	3	12	84	84	84	13	13	3

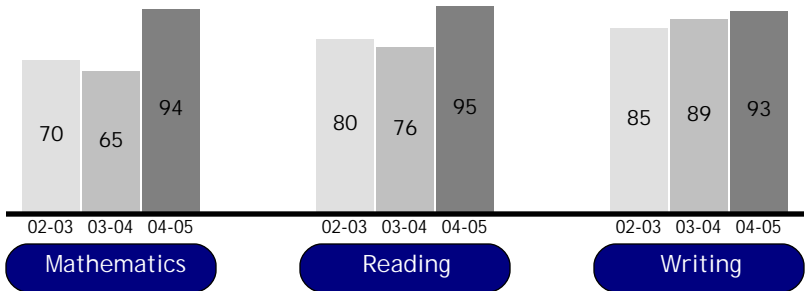
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

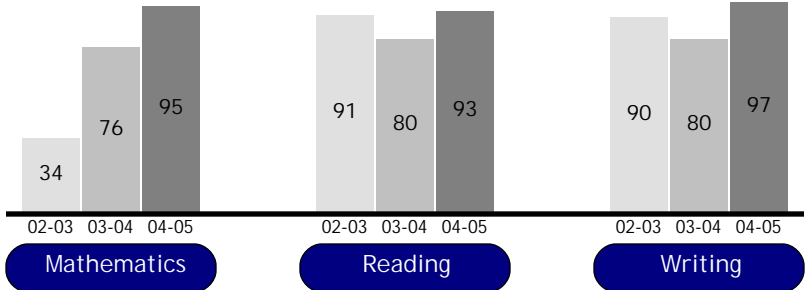
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	76	76	50	100	76	NA	58	97	76	76	47
	Language	100	80	80	43	100	74	74	50	97	80	80	47
	Mathematics	100	84	84	57	100	87	87	64	96	81	81	50
3	Reading	100	76	76	47	100	78	NA	55	100	62	62	44
	Language	97	80	80	54	100	85	85	61	100	61	61	44
	Mathematics	95	84	84	54	100	73	73	61	100	65	65	51
4	Reading	97	79	79	52	100	78	NA	56	98	69	69	48
	Language	99	70	70	48	100	71	71	52	98	72	72	49
	Mathematics	99	86	86	57	100	86	86	61	97	75	75	53
5	Reading	98	75	75	50	100	76	NA	55	93	72	72	50
	Language	98	67	67	46	100	72	72	49	93	74	74	50
	Mathematics	98	82	82	57	100	83	83	63	93	68	68	49
6	Reading	94	75	75	53	98	83	NA	56	100	66	66	51
	Language	94	65	65	45	98	78	78	48	100	68	68	47
	Mathematics	100	81	81	62	98	93	93	66	100	76	76	52
7	Reading	100	75	75	51	94	73	NA	54	95	75	75	50
	Language	100	85	85	54	94	81	81	58	95	81	81	52
	Mathematics	100	89	89	58	94	85	85	62	95	79	79	50
8	Reading	100	76	76	53	100	77	NA	55	100	70	70	51
	Language	100	76	76	49	100	81	81	52	100	72	72	50
	Mathematics	97	84	84	58	100	88	88	61	100	80	80	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



## School Site Council

## Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 8 Teacher(s)
- 12 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

## Council Duties

- Ü Assists in curriculum development
- Ü Promotes community involvement
- Ü Reviews textbooks for selection
- Ü Participates in strategic planning
- Ü Assists in personnel selection
- Ü Supports extracurricular activities

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	33.63
Other Professional Staff	3.20	Teacher Aide	7.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	2	0	0
4 to 6 years	6	1	0	0
7 to 9 years	2	1	0	0
10 or more years	11	0	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	29
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	10%

## Resources Available at School Site

## Special Facilities

- Ü Computer Lab
- Ü Athletic Field
- Ü Library
- Ü Band / Music Room

## Extracurricular Activities

- Ü Student Council
- Ü Young Engineers
- Ü Academic Bowl Team
- Ü Scrabble Club
- Ü Enrichment Class K-2 and Tutoring K-8
- Ü Band
- Ü Sports, Cheer
- Ü Chorus

## Social Services

- Ü Parent Spalding (phonics) Classes

## Indicators of Success Based on Historical Data from 2004-05

## School Achievements/Accomplishments 2004-05

- ü Valley Academy became one of six certified Spalding schools in Arizona. The number of certified Spalding teachers was increased to one at each grade level.
- ü Computer lab was totally remodeled. The computers were upgraded and a new networking system was installed.
- ü Valley Academy completed the first year of a two-year federal dissemination grant totaling \$300,000 to help train a consortium of six charter and district schools in its Spalding-based language arts program.
- ü One of Valley Academy's eighth grade students became the Geography Bee State Champion for 2005.

## Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	10	12	12	17
Transfers In Rate <sup>6</sup>	8	28	28	37
Stability Rate <sup>7</sup>	89	87	87	82
Promotion Rate <sup>8</sup>	97	96	95	81
Retention Rate <sup>9</sup>	2	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Classes are structured and move around the campus in orderly lines. Aides and parents patrol the play areas. A school nurse is on-site. Visitors sign in. Parents and staff wear photo ID badges. Classrooms have procedures and supplies for emergencies.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Sharon Malone	(623) 516-7747
Transportation Policy	Heidi Mitchell	(623) 516-7747
Community Resources	Sharon Malone	(623) 516-7747
School Nutrition Programs	Heidi Mitchell	(623) 516-7747
Parent Organization	VA Parent Organization	(623) 516-7747
Student Health/Nurse	Shirley Kuchar	(623) 516-7747

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

#### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

#### TITLE I TERMS

##### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

##### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

##### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

##### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

##### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

## Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.